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ABSTRACT

The character of the Catholic school curriculum is affected by how people learn, what elements are included in a curriculum, how Catholic schools are unique, how curricula are developed and implemented, and what teachers and administrators need. The first of this booklet's six chapters describes psychomotor, cognitive, and affective learning. Chapter 2 defines the curriculum as an evolving plan of sequential learning opportunities and discusses the school's purpose, goals, and objectives. Chapter 3 reviews seven characteristics that set the Catholic school apart: sponsorship, philosophy, goals, the total educational program, academic quality, values development, and the teacher's role as minister. Chapter 7 presents a seven-step process for developing the Catholic school curriculum: (1) formation of a school/community curriculum committee, (2) development of the school philosophy, (3) determination of student characteristics, (4) development of school goals, (5) writing specific learning objectives, (6) determining specific learning activities, and (7) evaluating the curriculum. Chapter 5 discusses the teacher's role in classroom implementation of the curriculum. Chapter 6 reviews the principal's role and the needs of the personnel involved in implementation. Appendixes include a textbook evaluation instrument and an example from a scope and sequence chart. Suggestions for study are provided. (PGD)

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NCEA Keynote Series No. 9

CURRICULUM IN THE CATHOLIC SCHOOL

Brother Robert J Kealey, FSC

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CURRICULUM IN THE CATHOLIC SCHOOL

Brother Robert J Kealey, FSC

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PREFACE

The NCEA Keynote Series is made possible by a grant from the Michael J. McGivney Fund. This fund for new initiatives in Catholic education came through the generosity of the Knights of Columbus under the leadership of Virgil C. Dechant, Supreme Knight.

The Reverend Russell M. Bleich, Superintendent of Education in the Diocese of Dubuque, Iowa, made the original suggestion for preservice and inservice materials for teachers. Thanks are due the authors of this series, to the staff of the Education Office of the Archdiocese of Dubuque for the practical application section of each booklet.

Special thanks go to Ms. Eileen Torpey, the major editor of the series. The editorial committee consists of the Reverend J. Stephen O'Brien, Executive Director of the Department of Chief Administrators of Catholic Education, Sister Carleen Reck, Executive Director of the Elementary School Department, and Michael J. Guerra, the Executive Director of the Secondary School Department.

1. HOW DO CHILDREN LEARN?

This book explains the instructional program of a Catholic school. In examining a school's program, curriculum, the Catholic educator needs to: consider how people learn; review what is included in the school's curriculum; specify the unique characteristics of a Catholic school; study how the school's program is developed; reflect on how the written curriculum is implemented in the classroom; and look at the needs of teachers and administrators as they implement the Catholic school curriculum. The first question is, "How do people learn?" Educational writers have divided learning into three areas: psychomotor, cognitive, and affective. In other words, people learn with and through their bodies, their minds, and their emotions. A learning environment, whether it be the home, day-care center, or school must provide for these three areas. If these are not addressed, the student's full potential will not be developed.

Psychomotor Learning

Piaget has clearly demonstrated that learning begins with the physical. The early physical learnings form the basis for all other learnings. By the time most children enter kindergarten or a preschool program, they have discovered how to learn through their physical skills. A teacher recognizes that a hierarchy exists in the psychomotor domain. In order for students to repeat a word that the teacher says, they must select the appropriate clue from all of the sensory data that is given to them at one time. Students must develop a mental, physical and emotional set, which helps them imitate the sound heard. Only after several

practices have students so internalized this one act that they are now able to respond automatically.

Learning through the psychomotor domain is not limited to young children. All people use it. Some students will only understand what it was like to cross the Atlantic in the "Mayflower" if they touch its sides, hold their arms out to measure its width, or feel the movement of the waters in its lumber. Other students will have difficulty explaining the solar system until they are permitted to construct a model of it. Many students learn to count only after they group ice cream sticks, bottle tops, or macaroni shells. The physical enables them to learn these abstract concepts.

Cognitive Learning

Having used their bodies to learn, students are ready to use their intellects. Cognitive learning, which refers to the thinking powers of people, can be divided into two distinct levels: at the lower level, cognitive learning comprises merely memorizing information and at the upper level, it refers to the skills of critical thinking (understanding, application, synthesis, analysis, and evaluation). Many lessons learned in school need to be memorized. These include definitions, dates, formulas, people, sayings, prayers, etc. In each school, the teachers decide the core facts for each subject and on each grade level that must be memorized by the students. Certainly, the zero to nine number combinations in mathematics, or the definitions of parts of speech in grammar, or the dates of pivotal events in American history must be memorized. Memorization is the easiest level of learning, it is the most fundamental area of learning, and it also is the easiest method for teaching.

The higher cognitive thinking processes are the skills of critical thinking. The key and determining word for both the teacher and the students is *skills*. Critical thinking skills are abilities, facilities, powers, and tools that provide students with the capability of becoming independent learners. Once students have acquired critical thinking skills, they are set free from the confines of the textbook, the prejudices of writers, and the limitations of the teacher.

Critical thinking skills relate to both the reception of information and the expression of new information. Students learn to determine sequence, to perceive a conclusion, to discover a main idea and supporting details in order to understand material. Students also learn how to organize a report, how to use the exact word, how to support a thesis in order to communicate their ideas.

Through exercising critical thinking skills, students learn the content. Having learned how to establish criteria, the students can apply the criteria to a work of literature or to the arguments of a politician. Having learned how to use an encyclopedia and how an author's experiences influence writing, students perceptively read the lives of the authors. Having learned the purpose and function of the periodic chart, students can begin to suggest where the elements are located. Critical thinking skills are the keys that open the doors to future learnings.

An elementary or secondary school's main concern should be the development of the students' powers of critical thinking. A school's curriculum includes both the knowledge to be learned and the skills to be acquired, which will lead to learning additional information.

Affective Learning

A school has the responsibility to assist students grow in all learning areas. These include the physical, the intellectual, and the emotional. Affective learning helps students develop an awareness and power over their feelings, attitudes, values, appreciations, prejudices. A school that has the most excellent reading skills program, but does not foster appreciation of reading good literature is stifling the growth of students. A social studies program that results in all students being able to recite all the facts related to civil rights, but does not result in students treating one another differently, is a sham. A science program, in which the children can replicate all types of experiments, that does not produce students concerned with their environment is useless. The affective growth of students, growth of students in values, leads students to make a commitment

to a certain way of acting.

The affective development of students doesn't limit itself to one class or one period a week. It is an integral part of all subjects and lessons. Knowledge and critical thinking skills empower students to act upon the knowledge and their personal research. The affective becomes the basis for the cognitive and the motivation for further cognitive learning. And, at the same time, the cognitive supplies the information needed to form attitudes, values, and appreciations.

A school's curriculum records the attitudes, appreciations, values to be learned. It also suggests activities that the students undertake in order to exercise these attitudes, appreciations and values.

Summary

1. People are physical beings and learn through the psychomotor domain.
2. The cognitive thinking process functions on a low level, memorization, and a higher level, critical thinking.
3. All people have emotional reactions which impel them to act in certain ways. Affective teaching and learning address this aspect of development.

Readings

Bloom, Benjamin, S., *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. New York: David McKay Co., Inc., 1956. This explains and illustrates each level of thinking.

Krathwohl, David R., *Taxonomy of Educational Objectives, Handbook II: Affective Domain*. New York: David McKay Co., Inc., 1964. This original text explains and illustrates each level.

Simpson, Elizabeth Jane. "The Classification of Educational Objectives in the Psychomotor Domain," *The Psychomotor Domain*, Vol. 3. Washington, D.C.: Gryphon House, 1972. This presents the taxonomy of psychomotor learnings.

2. WHAT IS INCLUDED IN THE SCHOOL'S CURRICULUM?

The school, a social organization, has been developed to help students acquire the learnings mentioned in the previous chapter. While the home plays the most fundamental role in helping children develop in these areas, especially in the psychomotor and affective areas, the school is the formal setting that educates the young members of society. The school provides this education through its program, its curriculum. A school's curriculum, established by the school community, consists of an evolving plan of sequential learning opportunities, which enable a particular population to achieve goals by means of varied experiences.

This definition leads to several questions which will be answered in this chapter. What is the purpose of a school? Who does the school serve? Who determines the school's curriculum? What are the school's learning goals and objectives? How are the learning experiences organized?

Purpose of a School

The school's plan, or curriculum, defines its purpose. A plan is the work people do to predetermine the future. A school plan gives direction, organization, and unity to its endeavor. The curriculum ensures that the school's program does not develop at the whim of teachers or at the caprice of students. The plan reflects careful consideration. The curriculum rests on a particular philosophy or set of beliefs of the group. This school curriculum ultimately includes: school philosophy; learning goals and objectives; rules and regulations; testing and grading pro-

cedures; instructional materials and field trips; and a process for ongoing evaluation. Finally, this plan needs to be visible, i.e., known by all in the school community.

The plan also is evolving to reflect the changes that regularly take place in today s society. While the plan is rooted in a philosophy of life that reflects universal principles, it also prepares students to live in the changing world of the 21st century.

The School Population

Curriculum development takes place at the local level. While a state education department or arch/diocesan school office may suggest, and even mandate, certain practices, the individual school community adapts these guidelines and applies them to the unique population that attends the school. The school's curriculum balances the needs of the student population with the requirements of a state, national or arch/diocesan accrediting agency. If undue attention is given to either of these aspects, a program will emerge that either requires too much of the students, or that does not prepare them well enough for the next level of education or the work world.

While a school encompasses individual students with specific needs, certain common characteristics appear. The curriculum addresses these common characteristics and the individualization of instruction addresses the specific needs of each student. Some common characteristics that local shapers of curriculum need to address include: national or ethnic backgrounds; aspirations of students and parents; local job market; learning abilities and styles of the students; religious background.

In emphasizing the importance of knowing the local school population and creating a program to meet its needs, no implication is intended that the local curriculum serves to keep a people in its place. Education seeks to elevate all learners. Education still remains the principal means of enabling people to climb the American social and economic ladder. State, national or arch/diocesan guidelines set the goal for the development of the local curriculum. The locally-developed

curriculum must come under the umbrella of these guidelines.

The locally-developed curriculum has built into it points that are appropriate for a particular population. Some of these might include: the study of New York history as opposed to Texas history; the celebration of Puerto Rican Discovery Day as opposed to Columbus Day; the celebration of the parish feast day; a slower or faster pace of learning; greater emphasis on speaking skills, as opposed to writing skills; an understanding of county government, as opposed to big city government; a driver education program; the selection of a foreign language to be taught. By addressing these points the school helps students satisfy their particular needs.

Determiners of the School's Program

Everyone in the school community has input into its program. This includes the professionals in the school, administrators and teachers, and the non-educational professionals in the community, i.e., students, parents, parishioners, local residents, local business people. They come together and through discussion, set the goals. In this discussion, the educational professionals (administrators and teachers) play a leading role. These professionals remind the group of the local, national and arch/diocesan guidelines, the developmental level of students, the talents of the faculty, the feasibility of achieving suggested ideas. Unanimity of thought is not the desired characteristic of this committee. Divergent views need to be heard and discussed. However, the discussion should end with a consensus of the committee.

Learning Goals and Objectives

The school's goals reflect the community's view of schooling. They express the school's purpose. They express the aspirations of the community for the children over a period of time, four or eight or 12 years. The goals reflect achievable ideals; too lofty goals lead to frustration. The school's goals only encompass what the

school can reasonably accomplish. The school cannot solve all the social, economic, and moral problems of the world. While the school can help students mature in certain limited areas, it should not be involved in areas beyond its expertise.

An essential aspect of a school's curriculum is the scope and sequence of learning objectives for each subject. This listing, given to the teachers, states the specific learnings for each subject area for each grade level. These are the learnings that distinguish what is learned in fourth grade mathematics from what is learned in fifth grade mathematics. These are the learnings that the students are held accountable for mastering before moving on to the next higher grade. These learnings fall under the three categories mentioned in Chapter 1. If a student acquires all these learnings, that student also should acquire the goals of the school. These learning objectives form the building block for the goals of the school. (Chapter 4 will explain in greater detail, the process of developing school goals and learning objectives.)

Besides the formal learning objectives contained in the school's scope and sequence, the curriculum of the school also contains many informal learnings. The classification of these as informal does not imply that they are not as important as the formal learning objectives. These informal learnings relate to the entire atmosphere of the school. Regulations exist on how students enter the school, behavior at recess or in the lunchroom, dress, submission of assignments, and many other areas. These rules teach students such things as courtesy, safety, self-respect, responsibility, and other characteristics, values. These learning objectives fall in the affective domain.

The school also provides the opportunity to learn. No one can be made to learn; this decision rests with the individual person. However, the school curriculum provides the possibility for learning. All the experiences of the school facilitate learning. Nothing is left to chance. A school in which the vast majority of the students do not learn, is a school that has serious problems with its program.

Organization of Learning Experiences

Children at different ages have different needs and are able to learn different levels of information and skills. The school provides an ordered presentation of learnings. An unbroken flow of increasingly more difficult learnings moves the students from their first experience to their last experience in school. One learning builds on the previous learning and sets the foundation for the next most difficult learning. This sequence reflects the nature of the learners and the complexity of the subject matter being learned. Educators decide what is to be learned first, what is to be learned next, and what is to be learned last.

Students learn in different ways. Some subjects are learned by one method and other subjects are learned by a different method. These varied experiences include the use of instructional materials, the methods of presentation, field trips, assignments, and projects.

Summary

1. The school's curriculum is the all-encompassing plan or program of the school.
2. This plan states the purpose of the school, which is found in its philosophy and goals.
3. The entire school community comes together to develop the school curriculum.
4. The school's curriculum is developed for a specific population.
5. The school's scope and sequence details the learning objectives.
6. The learning experiences are presented developmentally and meet the individual needs of the students.

Readings

McNeil, John, *Curriculum, A Comprehensive Introduction*. Boston: Little, Brown and Co., 1977. This presents an overview to the curriculum process and has detailed chapters on the different philosophies of education.

Oliver, Albert I., *Curriculum Improvement*. New York: Harper & Row Publishers, 1977. This concise guide to curriculum development addresses many of the problems educators meet in this process.

3. WHAT IS SPECIAL ABOUT CURRICULUM DEVELOPMENT FOR A CATHOLIC SCHOOL?

Having examined how students learn and what is included in any school's curriculum, what are the implications for Catholic educators? Another way of phrasing this question is: What is special about the Catholic school program? Seven characteristics set the Catholic school apart from other schools.

1. Sponsorship

The local faith community sponsors the school.

The local Catholic school represents a concrete expression of the faith and hope of the community. The community believes that passing on the Catholic faith and tradition in a complete and systematic manner is an essential part of its heritage. The community also expresses the hope that future generations of graduates of the school will continue to be the Christian leaven in American society. While the local community of faith founds and sustains the school, it is linked to the local church and the world church through its association with the arch/diocese and/or religious community, and its adherence to Catholic church teachings. Essentially, the Catholic school is a visible sign of the church and the teaching mission of the church in the community, even in communities that are substantially non-Catholic.

Sponsorship implies two aspects. Sponsors provide direction for a school. Thus the parishioners, graduates, parents, students, clergy, administrators, faculty, staff and any others who make up the school community, provide some input into the program of the school. Under the leadership of the

pastor and principal, this information is molded into a coherent program which is both educationally and theologically sound. The development of the school's program is a living expression of the community of faith that exists among the sponsors.

Sponsorship also implies support. The entire faith community has the responsibility of maintaining the school, which includes both personal efforts and financial support. If the school is only supported by the parents of its current students, it is then not an expression of the faith of the community. If people claim not to support the school because they do not send their children to it, they express a lack of understanding of the theology of the community of faith. The school faculty has a major responsibility to correct both of these situations.

2. Philosophy of Education

A philosophy of education expresses the shared beliefs of the school community. For a Catholic school, the good news of the gospels forms the foundation for these beliefs. The written philosophy elucidates these gospel values. Parents seeking to register their children in the school immediately learn the nature of the school from a reading of its philosophy.

One section of the philosophy speaks about the nature of the learner. A Catholic school philosophy does this in most positive and hopeful terms.

3. Goals

The goals state the end results of the school's program. These results refer to how the students will be different at the end of their fourth, eighth or twelfth year experience in a Catholic school. The goals are phrased in such a way that they can be easily evaluated.

In 1972, the American bishops stated the goals of Catholic education in their pastoral *To Teach as Jesus Did*. The purposes of Catholic education are to communicate the message of the gospel, to develop a faith community, to motivate the students to serve others, and to provide worshipping activities that reflect the faith of the community. Therefore, the local school community, in developing its goals, specifically addresses these four areas. What is the message?

How do students grow in their sense of a faith community? What service activities do the students provide? How do they express their faith through worship?

The bishops did not intend to limit the goals of Catholic schools to the above four. Thus, the school will have specific academic goals according to the age of the students, social and affective goals reflecting the maturity of the students, physical and health goals, addressing the developmental level of the students.

4. Total Educational Program

Because the Catholic school program flows from a Christian philosophy, an educational program can be developed to help the students grow in all areas of learning, i.e., academic, affective, social, and physical. The Catholic school gives high priority to the religious development of students. This comprises three areas. First, the students learn the academic content of the Catholic religion. Certain facts, definitions, people, dates, rules, and readings exist that an intelligent Catholic should know. The religious studies courses provide this information. A second area of learning is growth in the faith. The whole atmosphere of the school is designed in such a way as to model and encourage the students to internalize the academic content of their religion and to act in a way reflecting the principles of their faith. The religious formation of the students is not limited to any one teacher or class, rather this is a prime responsibility of the entire faith community of the school. Finally, the students grow in the expression of their faith through worship. Students experience a variety of prayer form, different paraliturgical services, and eucharists, which reflect the mood and theme of the celebration.

The Catholic school recognizes that students have feelings and emotions. The program helps students learn about their feelings and appreciate these reactions, as well as how to deal with their feelings in a rational manner.

The Catholic school program also is a total program because of the intimate involvement of the parents in the education of their children. Parents provide the primary education to their children. It is primary in the sense that children learn first from their parents. It is primary in the

sense that children learn at the deepest level of their being from their parents. It is primary in the sense that home learning is the most lasting. When parents elect to send their children to a Catholic school, they make a conscious choice about the type of education that they desire for their children. Parents' financial support of the Catholic school represents a monthly commitment to the ideals of that school. Catholic educators involve parents in their children's education. This is seen not only in the academic program but also in the programs related to the reception of the sacraments.

5. Academic Quality

While the Catholic school has a unique religious purpose and dimension to it, it also functions in a civil society and thus must prepare students for this work world. Over the last 20 years, Catholic school parents from different geographic areas, from multiple socioeconomic levels, from diverse national and ethnic backgrounds have been surveyed regarding their reasons for sending their children to Catholic schools. The answer that has appeared again and again in these research studies is their perception of the high quality of the educational program of the Catholic school. One of the highest expressions of Christianity is to teach others, to instruct the ignorant. Thus, a Catholic school cannot exist unless it is a *good* school.

The Catholic school faculty cannot be content merely with providing the fundamentals of learning, it also must train the higher thinking powers of the students. The Catholic school graduate is able to critically evaluate, to pass reasoned judgments on current events, to understand the wonders of science, to appreciate the arts.

Finally, the academic quality of the Catholic school is ensured by a regular evaluation of its program.

6. Values Development

A Catholic school is different from all other types of schools because it seeks to inculcate its students with Christian values. Other schools may be concerned with civic values, or with teaching students how to form values. The Catholic school has at the heart of the curriculum, the values contained in the gospels. These values are identified and ac-

tivities are developed to help students internalize them.

This values development takes place in all classes. Therefore, students see the application of the value of justice in social studies, science, health, literature and mathematics. All classes provide students with the opportunity to examine the value and to reflect on its meaning in their daily lives. As the teacher teaches a skill to help students learn the content, so the content is designed to move students to act in a particular way. The teacher also provides opportunities for students to act in ways consistent with their values.

7. Teaching Ministers

The final distinguishing characteristic of the Catholic school is the teacher. The teacher is not merely a teacher, but is a minister performing a sacred ministry in the church. St. Paul has discussed the variety of ministries in the church. Teaching is one of them. This understanding that the teacher is a minister is crucial for the success of the school's program. Because teachers are conscious of their ministry, they actively become involved in all of the above areas of service. These are not regarded as extras; rather they are regarded as an exercise of their ministry.

Summary

1. The Catholic school is sponsored and supported by the faith community.
2. The Catholic school's philosophy reflects the gospel values.
3. The goals of the Catholic school indicate the breadth of its program.
4. The Catholic school's curriculum assists students to grow in all areas of life.
5. A Catholic school provides an excellent academic education.
6. The training of students in values and how to form values is central to the curriculum of a Catholic school.
7. Teachers view themselves as teaching ministers of the Catholic church.

Readings

Declaration on Christian Education. In Abbot, Walter (Ed.), Documents of Vatican II. New York: American Press, 1966. This statement for Vatican II sets the tone for the present understanding of Catholic education.

Gilbert, John, *Pastor as Shepherd of the School Community*. Washington, D.C.: National Catholic Educational Association, 1983. Father Gilbert presents a model of a team ministry in managing the Catholic school.

National Conference of Catholic Bishops. *Sharing the Light of Faith*. Washington, D.C.: United States Catholic Conference, 1979. This is a presentation of the reforms of Vatican II for the American Catholic church.

National Conference of Catholic Bishops. *Teach Them*. Washington, D.C.: United States Catholic Conference, 1976. This represents the thinking of the American bishops on the Catholic school.

National Conference of Catholic Bishops. *To Teach as Jesus Did*. Washington, D.C.: United States Catholic Conference, 1972. This represents the thinking of the American bishops on all phases of Catholic education.

4. HOW IS THE CATHOLIC SCHOOL CURRICULUM DEVELOPED?

This chapter attempts to make practical what has been stated in the previous three chapters. In order to do this, a seven-step process will be explained in detail.

Step 1. Formation of School Community Curriculum Committee

The leadership in this entire process resides in the school principal. This leadership directs, organizes and facilitates the work of the committee. This leadership does not imply developing and advocating certain positions. The school administrator provides the leadership which enables the group to move efficiently through its charge. The principal provides leadership in schools that currently exist and wish to reexamine their curricula and in schools that are only in the process of being formed. The principal stimulates ideas, leads the group to consider these ideas, moves the group to arrive at a consensus, records the decisions made, suggests further action for the committee, and implements the program.

The chief administrators of the parish and the school appoint the committee. A limited number of people form the committee, about 10 to 15 members. Limiting the number provides an opportunity for all to actively participate. At the same time, the committee includes all groups in the school community: school and parish administration (schools that are not parish schools may wish to include clergy from some of the parishes from which the school draws its population); diocesan school office; teachers (religious and/or lay), students (this is especially important for junior and senior

high schools); parents of students currently in the school and parents of graduates; parishioners; non-parish community members; graduates; and any other significant groups in the community. The committee members demonstrate knowledge of education, commitment to Catholic education, facility in expressing ideas, willingness to work, adherence to principles, and ability to compromise. The formulators of the committee give it a clear purpose and a timeline in which to complete its work. The school community curriculum committee is best described as an *ad hoc* committee. Its chief purpose is to develop the school philosophy and goals, and to ensure that the school program adheres to them.

Step 2. Development of School Philosophy

The committee first examines what their beliefs about education include. These beliefs revolve around several key areas: the nature of the learner; how a person learns; the purposes of education (schooling); the function of the teacher; the responsibility of the school for ensuring learning; the interrelationship between home and school.

The Catholic school curriculum committee should reflect on several documents before arriving at answers to these questions: the gospels; *Declaration on Christian Education; To Teach as Jesus Did; Teach Them; Sharing the Light of Faith; Lay Catholics.* These will introduce the committee to the most recent thinking on Catholic education.

The philosophy is a written document to enable all people to more closely examine it and understand it. This philosophy need not be long and wordy. It avoids using slogans and stereotypical language. The more specific the committee makes the statement of the philosophy, the greater the likelihood that it will be implemented in the school's program. The more specific the committee makes the statement of the philosophy, the easier it will be to evaluate the school program. The more specific the committee makes the philosophy, the more understandable it will be to parents seeking to place their children in the school.

A school philosophy sets the tone for the school. Everything flows from this clear statement. All the parts of

the school program are in harmony with this statement. Everyone involved in the school accepts the school philosophy. A teacher who does not accept the philosophy or has some difficulty with it does not belong on the school staff.

Chief responsibilities of the principal include regularly reminding the faculty of the philosophy, and inaugurating new programs only in light of the current school philosophy.

Step 3. Determination of Student Characteristics

In this step, the committee examines carefully the student population. The committee considers the learning potential, learning rate, special learning needs, and future educational opportunites of the students. Before proceeding in the development of the school's program, the committee paints a very clear picture of the students who will attend the school. The emerging documents in this curriculum process evolve in light of the particular student population. While a philosophy of education transcends a particular school population, the goals, learning objectives, and instructional activities address a particular group of students.

In examining the student population, the committee determines the percentage of students who function on level, two years above level, or two years below level; are expected to continue their education; are non-Catholics; speak a language other than English; have different handicapping conditions; are from a particular national or ethnic group; come from a single parent home; have had some previous formal educational experiences; come from different economic levels.

Answers to all of these questions will affect the school's program. If many students academically function substantially below level, they require a remedial program. If many students come from a particular national background, they deserve some attention given to their national origins. If many students are from a low socioeconomic level, they can only afford a certain level of tuition.

Step 4. Development of School Goals

The school goals picture the students at the end of their school experience. They state what the students will be able to do as a result of having attended the school for a period

of years. The school's goals refer to the students. They do not talk about teaching or instruction. Rather, they state what the *learning* will be, i.e., how will the students demonstrate by their behavior that they have learned what the school sought to teach them. The school exists for the benefit of the students. Therefore, concentration is given to the development of the students.

A school goal exists for each area in which the school community believes that the school has some responsibility in helping students grow. This responsibility may belong solely to the school, e.g., learning higher level mathematical operations. It may be shared by the school and home, e.g., understanding human sexuality. Or, it may be shared by the school, home and larger community, e.g., developing civic responsibility. Through dialogue, the school community curriculum committee formulates the outcomes that it expects the graduates to achieve. The goals address: areas related to academic learning areas related to religious development; areas related to socialization; areas related to physical development; and areas related to affective development. Formulation of too many goals tends to make them trivial and prevents a person from discovering the major thrust of the school.

The school goals, written in behavioral form, identify the learners, state the behavior the learners will perform, indicate the exact nature of the learning, and fix the degree to which the learners will have achieved this learning. This type of formulation permits the faculty to measure the progress of the students as they progress toward acquiring the goals. Students merit graduation because they have achieved the goals.

School goals indicate what the vast majority of students will be able to achieve. School goals do not express an ideal; they express the hoped-for reality for the students. If goals state unattainable ideals, students may be discouraged and faculty may begin to set their own goals, which may be unrealistic in their simplicity. The school's handbook for parents lists these goals and clearly indicates that students are required to achieve them. The teacher regularly reminds

the students of these goals and their progress toward achieving them.

Writing and publishing the school's goals completes the major responsibility of the school community curriculum committee. The school faculty addresses the remaining three steps. These professionals have the expertise to implement the instructional program within the guidelines established by the school community curriculum committee. The committee has set the policy and now the details are developed by those who have the necessary knowledge and experience. The school community curriculum committee may review the work of the faculty to ensure that it does implement a program to lead students to acquire the goals within the framework of the school's philosophy. This committee also may set a timeline for the completion of the remaining three steps. However, the school community curriculum committee should not become involved in matters that require technical knowledge, which they do not possess. The faculty trusts that the school community curriculum committee has developed a sound philosophy and an attainable set of goals. The school community curriculum committee respects the professional competence of the faculty to create a specific program which will implement their desired ideals.

Step 5. Writing Specific Learning Objectives

The faculty now sets down in print the specific steps that lead students to the attainment of the goals. These specific steps outline the learnings that move students from neophytes to scholars. Learning objectives are established for each of the subject areas that are part of the school's course of study. Learning objectives address each of these subjects in the three areas of learning, i.e., psychomotor, cognitive, and affective.

This writing process consists of five steps:

a. Adaptation—This step may sound like a monumental task for the faculty. However, there is no need to re-invent the wheel. Scope and sequence charts exist for each of the major subject areas. State education departments, professional associations, or textbook writers have created these, and they represent the best current educational thinking.

A faculty would be foolhardy to ignore them. The faculty's task involves taking one of these existing scopes and sequences and adapting it to the unique school population in light of the school's philosophy in order to enable the students to arrive at the set goals.

The word *adapt* means "to make apt." Probably no currently existing scope and sequence developed by the three groups mentioned above suits a particular school 100 percent. State education departments and arch/diocesan school offices attempt to provide a program that all schools in the state can follow to some degree. In every state, vast distinctions exist between urban schools and rural schools. Professional associations tend to concentrate on their own subject areas. Many of their guidelines miss the opportunity to integrate instruction across the subject areas. Textbook publishers wish to sell their books in the 50 states. They, therefore, list what is common to most of the states. Therefore, many items in textbooks will not be appropriate to a particular community and the textbook may neglect to mention items that are most important to that community.

The faculty uses one of these listings of instructional objectives. Each objective is examined in light of the student characteristics discovered in Step 3. Faculty members ask themselves, "Is this objective appropriate and necessary for our students?" They also ask themselves, "Is this objective too easy or too difficult for our students?" Depending upon the answers, the faculty may decide to include the objective in its scope and sequence, to omit the objective, or to place it at a different grade level. The faculty also may decide that some learning objectives should be added. These may relate to specific requirements of the state, local government or arch/diocesan school office, to needs of a particular ethnic or national group, or to the learning style of students. The faculty begins this adaptation procedure at its lowest grade and follows the procedures through all grade levels. The faculty reminds itself that the learning objectives for all the grades must enable the students to acquire the goals of the school. Thus, the adaptation process moves from one grade to the next and develops a sequential learning plan.

In this adaptation process, the faculty lists for each sub-

ject by each grade level, the essential learnings the students need to acquire. These essential learnings include specific knowledges, e.g., the steps taken for a bill to become a law, definition of a noun, characteristics of specific elements. These essential learnings also include specific skills, e.g., determining a conclusion from a set of facts, reducing a run-on sentence, safety procedures followed in a chemistry laboratory. Students are held accountable for this list of essential learnings. The mastery of these learnings determines if a student will be moved to a higher grade.

b. Values—A further aspect of adaptation exists for Catholic schools. This involves taking these listings of knowledges and skills and integrating into them the Christian values that the students are to acquire. This integration of Christian values into every curriculum area distinguishes the Catholic school from other schools. As the scope and sequence for each subject area clearly indicates the skills to be learned, and the knowledges to be memorized, so this scope and sequence must list the gospel values to be acquired from the particular content.

What are these gospel values? The National Catholic Educational Association's program of *Vision and Values* has identified eight values: faith; hope; courage; reconciliation; community; service; justice; and love. A careful reading of the beatitudes will enable the reader to match these eight values to the eight beatitudes. A school may seek to take the Ten Commandments and turn each of these into a value. Another school may develop its own set of values based upon the teaching of Christ in the New Testament. These lists of values probably will not differ greatly from one another, because certain aspects of Christ's teaching are so clear. The essential element is that each faculty member knows the specific values that the students are to acquire. These are no longer hidden behind abstract terms such as "gospel values," "Christian values," or Catholic principles. The identification of particular values enables the teacher to structure the learning environment to ensure that the students will acquire the values. The identification of the particular values enables the teacher to measure the growth of the students in the acquisition of values. The identification of

the particular values enables the entire school community to see exactly what it is seeking to accomplish.

Therefore, the Catholic school's list of learning objectives includes not only the knowledges and skills to be learned, but it also includes: (1) a clear statement of the values to be internalized by the students; (2) the content that will be used to present these values to the students; (3) a variety of activities that the students will do in order to give them practice in acting in a way, reflecting the particular value; and (4) behaviors that the students will display, which show that they have internalized the values.

Since a basic tenant of Catholic education is that values are infused into all subject areas, this listing is done by grade for each subject. This enables each teacher to foster particular values that are pertinent to the content and in a way that respects the developmental stage of the students. It also enables each teacher to regularly measure the growth of the students as they internalize these values.

c. Sequential—This listing of knowledges, skills and values follows a sequential presentation. This means that the students learn the easier material first, then move to more difficult concepts, and finally end with the most demanding ideas. The school's listing of the scope and sequence of learnings resembles a staircase. A gradual and even progression takes place from one level to the next. Each step is dependent on the previous step and prepares the way for the next step. A teacher looks at what is to be taught this year in light of what the students learned last year and will be expected to learn the following year.

This sequential progression takes place in small steps. Success forms the foundation of internal motivation. Small steps ensure the likelihood of students achieving success. Small steps demonstrate to the students that they have learned something. Small steps make the work of the teacher easier since the teacher can develop an entire lesson around one particular learning. Small steps enable the teacher to more clearly evaluate the students' progress and then go back and reteach what has not been learned.

By the time students leave elementary school or secondary school, they do not need to have learned everything

in the world. Students have their whole lives to learn. The school's task is to teach key concepts and to teach them well. Therefore, students leave the school having a basic fund of information, knowing how to learn, and most importantly, having a desire to continue to learn.

d. Behavioral Objectives—The learnings are written in the form of behavioral objectives in order to clearly emphasize the behavior that the students will exhibit, which indicates to the teacher that the students have learned the material. As the faculty write these objectives, they constantly ask one another to examine the objectives to discover if each states what is intended, and if all members of the faculty understand the objective in the same way.

The objectives, as they are written in the school's scope and sequence, include five aspects:

1. Learners—Who are the students who will demonstrate this activity? These are the learners. The learners may include the entire class, the average students in the class, the slower students, the faster learners, or an individual student. A teacher using the scope and sequence needs to know who is expected to learn this material.

   When it writes its scope and sequence of learnings, the school focuses on a vast majority of students on a particular grade level. The stated learnings address this vast group of students. Some of the students will learn the material after only a very brief exposure to it, others will need more time. Nevertheless, all the students will be able to learn the material. An adaptation of the school's curriculum is made for students who will have problems learning the stated material.

   Obviously, each learning objective need not repeat the definition of the learner. However, since the teacher needs to know who are the intended learners, that information should appear somewhere in the document.
2. Action—The objective identifies the specific action that the students will exhibit. A difference in learning exists between defining, identifying, evaluating, and creating. At one grade level, students may be asked to define a noun. At another grade level, they may be required to identify a noun in a given sentence. At another grade

level, they may be expected to evaluate the use of a noun as opposed to the use of a pronoun in a particular sentence. Finally, they may be expected to create sentences with different types of nouns in them. These four acts require the students to display different levels of mastery. Therefore, the faculty very carefully selects the most fitting verb to identify the degree of learning.

Since the students display an action (writing, outlining, matching, constructing a timeline, drawing a picture or diagram, pronouncing, etc.), the teacher can very easily determine if the students have learned the concept.

3. Learning--Now the faculty states the particular learning, e.g., multiplication of a three-digit number by a two-digit number, causes of the Revolutionary War, stages in the development of a frog, mysteries of the rosary, a pattern II sentence, a main idea and details, actions that display a sense of justice, or behaviors that indicate a commitment to the community. These learnings come from one of the three sources mentioned above. The faculty limits the learnings to those skills, concepts, values that are essential for students at this stage of their development.
4. Limitations—The objective may include some limitation on the part of the learners as they demonstrate their learnings. At one stage, the students may be required to place words in alphabetic order using the alphabet chart. At another stage, the students may be required to place the words in alphabetic order using only their memory. At one level, students may create a timeline of events leading to the outbreak of the Civil War, using the information in the textbook, while later they may be required to evaluate the causes of the Civil War as presented by two authors. These are examples of limitations.

Language arts, social studies, religious studies, and science are examples of a spiral curriculum. This means that certain key ideas are presented each year, but each year the learning is deeper and broader. Thus, students in the first grade will write very simple sentences. As they move up the grades, students are taught to create more complex, colorful, and precise sentences. The limitations distinguish the learning at one stage from the learning

at another stage.

5. Degree of Mastery—Finally, the objective states what degree of mastery is expected of the students. Must the learners demonstrate 100 percent mastery or is 80 percent mastery sufficient to indicate learning has taken place? Spelling requires 100 percent mastery for each word. Social studies may require only 80 percent mastery of specific content. Even within a subject like social studies, the faculty may signify 1 percent of mastery for some content and a different percent of mastery for other content. The degree of mastery also can be used to separate the level of learning at one grade level from that at another grade level.

   By stating the degree of mastery, every teacher and all the students know exactly what is expected. The teacher knows when to move on to new material, because the students have mastered the present material. The students know what they must do in order to achieve a certain grade on an examination.

e. Accountability—Many educational writers have criticized the use of behavioral objectives. While some of this criticism is valid, other statements hold little validity. Each faculty member decides the format for its scope and sequence. The format is consistent from one grade to the next. Faculty members know that their work lasts long after they leave the school. In today's mobile society, some teachers only spend a few years on a particular faculty and then move to another school or to other employment. The school's program remains and provides an unbroken guide for the education of the students. As new teachers join the faculty, the scope and sequence, written in the form of behavioral objectives helps to ensure the continuity of the program because each instructional objective is phrased so precisely.

A clearly-stated listing of learnings enables the students, teacher, administrator, and parent to demand accountability. The students know what it is they should learn each year. The teacher has a list of the knowledges, skills, and values to be mastered by the students on this grade level. The administrator knows which teacher is responsible for the

students learning this specific content. The parent can judge if the students have acquired the goals of the school, since the achievement of the learning objectives results in the acquisition of the goals.

Such accountability does not lead to divisiveness. Rather, it builds community. All members of the school community realize that they play a decisive role in the school's educational mission. All members of the school community work together to achieve the goals. All members of the school community support and help one another to master the learning objectives. Such a school community has achieved a high degree of a faith community.

Step 6. Determination of Specific Learning Activities

Having set down *what* is to be learned, the faculty now sets down *how* it is to be taught. This includes the four areas of materials, learning activities, teaching/learning styles, and correlation across the subject areas.

a. Materials—Some educational writers have indicated that the textbook is used in over 90 percent of American classrooms and they go on to say that the textbook then becomes the scope and sequence for 90 percent of these classrooms. This manual has tried to make the point that each school has its own scope and sequence that is independent of the textbook. This scope and sequence serves as a road map through the textbook. The scope and sequence indicates parts of the textbook that will be emphasized, and parts that will be ignored.

An important step in the curriculum process is the selection of textbooks and other educational materials. These are all selected in light of the school's scope and sequence. The textbook is chosen after the school has developed its own scope and sequence. The faculty seeks a textbook that most closely addresses the instructional objectives and reflects the philosophy of the school. Catholic educators have the responsibility of selecting instructional materials that reflect Christian values or are, at least, not antagonistic to them. Since Catholic school editions of textbooks no longer exist, the importance of the school's scope and sequence listing the Christian values associated with the content can be seen. See Appendix A for a form to be used to evaluate textbooks.

Other learning materials include audio visual aids, supplementary textbooks, TV programs, computer programs, and field trips.

The school considers its present materials and associates them with particular learning objectives. Through this process, the teacher sees the skills to be acquired, the content to be memorized, the values to be internalized, and the materials that will help the students do these things. It also tells the teacher that such material is available and tells other teachers that they should not use this material because it is intended for a specific lesson.

A sample page of a school's scope and sequence can be found in Appendix B. This page shows the relationship among these aspects of the school's scope and sequence.

Requests for additional materials by teachers indicate how these new materials relate to the school's instructional program.

b. Learning Activities—A visitor to many kindergarten classes in the early spring will notice small jars on the windowsill with bean plants growing out of them. The first grade often has the same activity. The visitor may notice the same project in all the classrooms of a given elementary school. While this is a fine learning activity, it probably does not deserve repetition eight years in a row. Such a school probably has not designated certain learning activities for particular learnings and for specific grades.

Learning activities include: term papers; library projects; field trips; community service; community involvement; reading lists; guest speakers; demonstrations; creation of dioramas, collages, or posters; and debates. The faculty takes these special projects and associates them with specific learnings. A learning activity is not repeated on another grade level unless there is some unique aspect to it, which requires a different degree of learning or slightly changes the learning activity.

c. Learning/Teaching Styles—Much has recently been written about the differences in learning styles. Again some of this research is quite controversial. However, students do learn in different ways. This simply means that when a person is trying to learn some information, a preference

is made in the way it will be learned. One student will learn by listening, another by reading, and a third by viewing a film. Each teacher also teaches in a different way. The teacher also tends to emphasize one of the above modalities in presenting information. The ideal is to match the learning style of the student with the teaching style of the teacher. While this is most difficult in a classroom of 30 students and one teacher, the teacher needs to be flexible in using different presentation styles for different students.

The teacher, therefore, builds into the lesson a variety of activities and approaches in order to provide some options for students because they learn through different channels. In giving a book report, students can draw pictures, record a commercial for the book, read an exciting section to the class, write a summary, or discuss it with another student. In teaching new vocabulary words, the teacher may use a phonetic approach (auditory), use the word several times in blackboard activities (visual), and have the students write the word and its meaning (kinestetic).

While these different approaches need not be listed in the school's written scope and sequence, each teacher needs to be aware of the need for variety in the instruction. The faculty may choose to include a short selection on this need for variety as part of the introduction to the school's scope and sequence.

d. Correlation Across the Subject Areas—In a self-contained classroom, the teacher knows the expected learnings of the students in all the subject areas. In a departmental system, the teacher concentrates on one area and may not be aware of the expected learnings of the students outside that area. This should not happen. The teacher should have a general idea of the students' programs in all subject areas. At least two reasons require this across-the-board knowledge of learnings.

In school, each teacher works with students and each one of these students is a holistic being. This means that what a student experiences affects the entire personhood of that student. Each experience changes the student and makes the student more receptive or less receptive for the next learning. In order to teach students, each teacher presents

specific content. Subject areas are broken down into subdivisions and subdivisions are broken down into gradations of instructional objectives. The way schools operate, in a certain sense, violates the way students learn. This division between holistic learning and specific instructional objectives is necessary for a school to function. The way to correct the situation is for the teacher to provide for transfer of learning from one class to another. For example, the literature teacher may remind the students of their knowledge of a specific historical period, or the science teacher may recall to the minds of the students some basic principles of mathematics, or the foreign language teacher may refer to a particular English grammatical construction. Such activities help students to discover the interrelationships that exist in the intellectual world.

The teacher needs to be aware of the students' expected learning in all subjects, especially when assignments are presented. The English teacher may require the students to write essays of only two short paragraphs, while the social studies teacher may ask the students to write a term paper. The science teacher may require the students to work out some scientific formulas while the students have not yet learned the mathematical principles involved. Such situations can easily be avoided by the teacher knowing the expected learnings of the students in all areas.

Learning is much deeper when the students can hook their new learning on to information they already possess. The more "hooks," the deeper the learning. Transfer of learning occurs when the new situation closely mirrors the original situation. Efforts that the faculty make to correlate the learning objective from one subject to another in the development of the school's scope and sequence will both deepen the degree of learning and provide for easy transfer to new situations.

Step 7. The Evaluation of the School Curriculum

The most fundamental question that the faculty asks itself or that an outside evaluation team asks the school is, "Are the students learning?" A school exists to achieve this objective. The curriculum, the school program, outlines what the students learn and how they are to learn it.

A number of different levels exist on which a school can be evaluated. The question, "What is the purpose of the school?" will lead to an examination of the school's philosophy and its goals. A faculty may call in an "expert" to investigate the sequencing of learning objectives in a particular subject area. A principal may visit all classes in a particular discipline to determine if the teaching staff is implementing the written scope and sequence. An outside team may visit classrooms to determine if the instructional activities and materials are truly effective. The success of the graduates may provide some information on whether the school is achieving its goals. The students may be given a school test or a standardized test. All of these procedures will help to evaluate parts of the curriculum. Since all of these have been discussed extensively in other publications, only two things will be said about the evaluation process.

First, evaluation is an integral part of the curriculum development process. Evaluation is an integral part of the school's program. Evaluation should be carried out on a regular basis. In developing the school's curriculum, or program, the school community curriculum committee and the faculty have built into the program procedures for periodic evaluation. This evaluation process is quite specific and includes timetables for evaluation and reporting results of the evaluation.

The second point regarding the evaluation concerns who does the evaluation. Growth comes from within both a person and an institution. Therefore, the prime characteristic of any school evaluation is that it is self-evaluation. The school community curriculum committee and the faculty carry out the major portion of the evaluation. This concerns both the evaluation itself and the program to correct the discovered weaknesses. Change takes place when the people most affected are intimately part of the change process.

Summary

1. The school leadership establishes a school community curriculum committee.
2. The school community curriculum committee formulates the school philosophy, identifies the unique characteristics of the students, and develops the school goals.
3. The faculty writes the specific learning objectives and determines the learning activities.
4. The school community curriculum committee and the school faculty develop and implement an evaluation plan.

Readings

Kibler, Robert, et al. *Objectives for Instruction.* Boston: Allyn and Bacon, Inc., 1975. This is a clear and concise explanation of educational objectives.

Reck, Carleen and Coreil, Judith. *School Evaluation of the Catholic Elementary School: An Overview*. Washington, D.C.: National Catholic Educational Association, 1983. This explains the process of evaluation, lists 109 criteria for Catholic schools, and lists possible evaluation procedures.

Reck, Carleen and Coreil, Judith. *Verifying the Vision—A Self-Evaluation Instrument for the Catholic Elementary School.* Washington, D.C.: National Catholic Educational Association, 1984. This instrument provides a comprehensive plan for the evaluation of an elementary school.

Reck, Carleen (Ed.). *Vision and Values*. Washington, D.C.: National Catholic Educational Association, 1980. This is a step-by-step program for helping a school develop its philosophy and infusing values into all curriculum areas.

Secondary School Department. *Self-Study Guide for Catholic High Schools*. Washington, D.C.: National Catholic Educational Association, 1981. This is one format for a comprehensive evaluation of a school.

5. HOW IS THE CURRICULUM IMPLEMENTED IN THE CLASSROOM?

No matter how well the school community works together to develop the school curriculum, no matter how clear is the written listing of learning objectives, no matter how interrelated are the learning objectives, the materials, and the activities, the success of the school's program depends on the individual teacher in each classroom. Unless the teacher internalizes the school's philosophy, the program is a shell without substance. Unless the teacher actively implements the school's learning objectives, the goals of the school are not achieved. Unless the teacher fosters the implementation of the program, the learnings are diverse and uncoordinated. The classroom teaching minister remains the most essential element in the curriculum development process. What are the responsibilities of the classroom teacher in regard to the implementation of the program?

This brief manual does not afford an opportunity to examine in detail many specific responsibilities of the classroom teacher. Such responsibilities include school organization, grouping procedures, management techniques, testing and grading procedures and homework assignments. Nor does this brief manual afford an opportunity to explore the relationships among the members of the school community. Because these are not considered here, an inference should not be drawn that these are unimportant. However, when examining the procedures, one should examine them in light of the school's philosophy and goals. The procedures represent the implementation of the program and, therefore, they reflect and embody the principles contained in the philosophy and goals. The procedures and relationships model and exemplify the philosophy and goals. If the pro-

cedures don't embody the philosophy and the goals, then new procedures and relationships need to be created. Three aspects of the many-faceted role of the teacher are presented here.

Adherence to the Program

The success or failure of a program can only be determined if the program is implemented. Therefore, the classroom teacher needs to adhere very closely to the written curriculum of the school. This involves three aspects of the school's program.

First, the teacher accepts the philosophy of the school as written by the school community curriculum committee. This philosophy details the beliefs of the community regarding the purposes of education and how children learn. This philosophy sets the tone for the entire school program. When a teacher accepts the philosophy, the teacher allows it to influence his/her actions and the teacher becomes a living model of the philosophy. If a teacher cannot accept the philosophy, the teacher should neither be hired nor accept a position on the faculty. To do so would be dishonest to the school's philosophy and to oneself.

Second, the teacher believes that the students can achieve the goals set by the school community. The vast majority of the students can attain the goals. The teacher cannot say that certain students will never be able to achieve the goals, because these goals reflect the realistic examination and expectations of the school community.

Finally, the teacher develops daily lesson plans which move students toward the attainment of the school goals. These lesson plans spring from the specific listing of knowledges, skills, and values. The school's scope and sequence of learning objectives serves as a constant guide for classroom instruction. Instruction from the beginning of the school year to the end of the school year mirrors these learning objectives. Deviation from these central learnings should only happen when this departure enhances or enriches the stated learning objectives.

Fosters the Development of Values

The Catholic school teacher considers the development of values in the students an essential part of the role of the teaching minister. This personal consideration leads the teacher to create programs in the classroom which deepen in the students the Christian values listed in the school's scope and sequence of learning objectives. The teaching minister also embodies the values contained in the school's scope and sequence.

Today, more than at any other time in the history of Catholic education, the American Catholic church calls on the teaching minister to announce the good news of the gospel as it applies to modern society. At times, the teaching minister will need to announce and vigorously support unpopular positions, e.g., the right to life of all people whether they be the unborn, the elderly, or the prisoner; the halt of nuclear armament; the distribution of economic resources for the good of all. A Catholic school teacher who does not actively foster the development of values in students does not deserve the title of minister.

A Concern for all Students

Students come in many varieties: fast learners and slow learners; visual learners and auditory learners; active learners and passive learners; intuitive learners and incremental learners; emotionally-charged learners and emotionally-neutral learners. They all reflect the uniqueness of God. The teaching minister seeks to meet the unique characteristics of all these learners. This challenge the teacher cannot disregard.

By structuring the classroom lessons and using a variety of approaches, the teacher attempts to meet these needs. While the teacher may not be successful every time, the teacher must never stop trying to assist each individual student.

Summary

1. The teaching minister adheres to the school's written curriculum.
2. The teaching minister fosters values among students.
3. The teaching minister shows a deep concern for all students.

Readings

Code of Ethics for the Catholic School Teacher. Washington, D.C.: National Catholic Educational Association, 1982. This lists the attitudes and practices required of Catholic school teachers as they relate to students, parents and the community.

Teacher as Minister Weekly Plan Book. Washington, D.C.: National Catholic Educational Association, 1985. This practical teaching aid includes many statements on the ministry role of the teacher.

6. *WHO ARE THE PERSONNEL NEEDED TO IMPLEMENT THE CATHOLIC SCHOOL CURRICULUM?*

The chief need of the American Catholic school is for teachers and administrators to reflect the above desired reality. The American Catholic school will survive only if its staff truly internalizes the meaning of the term, "teaching minister."

Role of Principal

The principal plays the pivotal role in this call to ministry. Educational research has repeatedly shown that the local building principal has the greatest effect on a school's program. A new principal can completely change the entire school program. The principal's class is the faculty of the school. The principal accepts as a primary responsibility the development of professional and competent teachers, who regard their teaching ministry as a gift from Christ, to be used to lead students to the knowledge of the truths of the gospels.

The principal can deepen in teachers their sense of ministry by:

- Hiring only teachers who are willing to grow in their commitment to the teaching ministry in a Catholic school;
- Providing cognitive information to the teacher about the teaching ministry;

- Initiating occasions for the faculty to pray and worship together;
- Challenging the teaching minister to truly live a life reflecting gospel values;
- Discussing with the teachers the meaning of faith in their lives as adult Catholics;
- Assisting the minister to become an effective and competent teacher;
- Reducing as much as possible the amount of unnecessary work for the teacher; and
- Supporting the teacher in times of trials.

Needs of Teaching Minister

While the teacher has many responsibilities, the teacher also has many needs. The school administrator, the pastor and local clergy, the local school community, the diocesan school office, and the American church come to the aid of the teaching minister. The teacher lives a lonely life. The teacher spends the day in the privacy of the classroom. No other adult observes what happens. No one praises the teacher for a fine lesson or suggests ways to improve a weak lesson. The teacher leaves school at three o'clock, attends to family responsibilities, and finally prepares lessons. No opportunity may present itself to discuss what happened in the classroom that day. Quickly another day begins. What can the school community do to assist the teacher and what can the teacher do to become a more effective minister?

First, the teacher needs feedback about the work done in the classroom. While the principal may provide some of this feedback at the time of a formal class evaluation, this is not enough. The principal shows an interest in what happens in the classroom by being available to talk to the teacher, by asking the teacher about the day, by frequently visiting the classroom, and by regularly praising the teacher. The teacher seeks help from the administrator and from other teachers. The teacher asks how a particular lesson is taught, how classroom routines are managed, how records are maintained. The talk of teachers in school is not about the weather

or last night's TV show. Discussions center on the task of the teacher, helping children learn. Faculty meetings do not deal with routine matters, but provide a forum to discuss teaching/learning problems.

Second, every teacher needs inservice. Only one teacher is the master teacher. Every other teacher tries to imitate his/her example. The teacher seeks staff development programs, actively participates, and implements the ideas in the classroom. This inservice includes practical approaches to classroom instruction in the various subject areas. It also includes techniques for integrating activities and programs which help students acquire values and how these values are manifested in the students' daily lives.

Finally, today's teacher needs help in growing in a deeper understanding and commitment to the gospel message. While the typical teacher is a product of at least 12 years of Catholic education, the teacher had only two to four courses in religious studies in college. Catholicism is an adult religion. The knowledge gained in elementary and secondary school about one's religion is not enought to foster continued growth as an adult. Through the teaching of the pope, the local hierarchy, theologians, and spiritual writers, new insights are provided into the mysteries of God. The principal takes the lead in helping the teacher learn about these developments. The teacher anxiously seeks to obtain a fuller understanding of these matters. Discussion with other adults leads to clarity of one's own ideas and the ideas of others. These discussion sessions may naturally lead to the group sharing prayer or worshipping together to express their faith.

Needs of the Principal

While the principal has great and many responsibilities, the principal also has needs. When the classroom teacher is lonely, frequently the principal is lonelier. When the classroom teacher needs praise, the principal needs more recognition. When the classroom teacher spends hours preparing lessons for students, the principal spends days writing reports for agencies.

What are some things a principal can do to help satisfy these needs?

1. Regularly spend some time in reflective prayer to recall the purpose of administrative ministry.
2. Regularly spend some time with other administrators to creatively discuss common problems.
3. Actively seek to improve one's administrative skills by attendance at programs or reading in the field.
4. Flexibly follow a realistic and well thought out schedule, making modifications only when necessary.
5. Frequently visit classes merely to observe the joy in students' faces as they learn something.

Summary

1. The principal plays the decisive role in staff development at the local level.
2. Teaching ministers have needs that the entire school community helps to satisfy.
3. The principal has needs which can be satisfied.

Readings

Glatthorn, Allan and Shields, Sister Carmel R. *Differentiated Supervision for Catholic Schools*. Washington, D.C.: National Catholic Educational Association, 1983. The authors present a variety of approaches to help teachers become more effective educators.

Hennessy, Sister Rosemarie. *The Principal as Prophet*. Washington, D.C.: National Catholic Educational Association, 1981. This is a series of reflection comparing the principal to an Old Testament prophet.

McBride, Alfred. *The Christian Formation of Teachers*. Washington, D.C.: National Catholic Educational Association, 1981. A presentation on the role of the teacher and model inservice programs.

APPENDIX A

INSTRUMENT FOR THE EVALUATION OF A TEXTBOOK FOR A CATHOLIC SCHOOL

Note: Permission is given to reproduce this form for use in the school.

INSTRUMENT FOR THE EVALUATION OF A TEXTBOOK

Robert J. Kealey, FSC, Ed.D.
Manhattan College
Riverdale, N.Y. 10471

EVALUATOR _____
DATE _____

I. List below the unique characteristics of this student population that must be taken into consideration when using a textbook.

_____

_____

_____

_____

II. List below the features that teachers wish to have in a textbook.

_____

_____

_____

III. General Information:

1. Name of textbook_____
   Level_____For use in grade_____
   Publisher _____
   Date _____
2. If the book is a revision, how is it different from the previous edition?

   _____

   _____

3. Number of pages____units____chapters____
   Number of pictures____maps____diagrams____
4. Explain any supplementary material that the publisher recommends.

   _____

   _____

5. If this book is one in a series, explain the series.

   _____

   _____

   _____

6. What words are contained in the glossary?

   _____

7. What is contained in the appendices?

   _____

IV. Readability of Book

1. What does the publisher state is the reading level of the book? _____

   What formula was used to compute this readability?

   _____

2. If the publisher does not state the reading level, use the Raygor graph at the end of this form to calculate the readability. Although the formula only requires

three passages be taken from the book, a more reliable readability will be obtained if a selection is taken from each chapter.

Passage	*# of words of six letters or more*	*# of sentences in passage*
page ____	_____	_____
page ____	_____	_____
page ____	_____	_____
Average	_____	_____

Readability Level _____

3. Test the ability of students on this grade level to use this book by means of the cloze procedure (see the end of this form for instruction in this procedure).

Percent of students for whom this cloze passage taken from page _____ is on their:
independent reading level (score of higher than 60%)

_____

instructional reading level (score of 60-40%)

_____

frustration reading level (score of less than 40%)

V. Rating of the Textbook and Teacher's Edition.
Rate the following statements according to how high the quality is found in the textbook. Use the following scale:
4 = very high degree 2 = moderate degree
3 = high degree 1 = low degree
N.A. = not applicable for this textbook

Textbook in General

1. _____ The content is in harmony with the school philosophy.
2. _____ Stereotypes regarding ethnic, national, religious and handicapped are avoided.
3. _____ Men and woman are presented in a variety of career and non-sexist roles.
4. _____ The content is up-to-date
5. _____ The material and its presentation is appropriate to the maturity of the student.

6. _____The content is presented in an interesting manner and readable style.
7. _____The material provides for interaction among teacher and students and students and students.
8. _____The Table of Contents presents a clear outline of the book.
9. _____The binding is substantial and will withstand years of use.

Christian Values

1. _____The content recognizes the place of the divine.
2. _____The content acknowledges the role of the church in the world.
3. _____The principles of justice are related to issues.
4. _____An attitude of concern for people is shown.
5. _____The text alludes to the moral implications of issues.
6. _____Christian responsibility and moral decision-making in everyday living are emphasized.
7. _____Attitudes and skills for community building—caring, communicating and confronting—are developed.
8. _____The content reflects a need for interdependence among family, community, state, nation, world and universe.

An Individual Chapter

1. _____An overview, list of objectives, or summary lists the key learnings of the chapter.
2. _____The chapter is divided into meaningful and manageable subsections.
3. _____New vocabulary words are easily identified and clearly defined in the text.
4. _____The graphics help explain the text.
5. _____A variety of typographical aids enhance the text.
6. _____The questions challenge students to think on several different levels.
7. _____A list of related readings is provided.
8. _____Several enrichment exercises are given.

Teacher's Edition

1. _____The series' scope and sequence is presented in the teacher's edition.
2. _____The objectives for each chapter are clearly stated.
3. _____Background information is provided for the teacher.
4. _____A teaching procedure is suggested.
5. _____Audio visual materials are suggested.
6. _____Suggested answers to questions are provided.
7. _____Activities are suggested for the gifted and slow student.

VI. Conclusions:

1. Strengths of the Book:

_____

_____

_____

2. Weaknesses of the Book:

_____

_____

_____

3. Conclusion:

_____

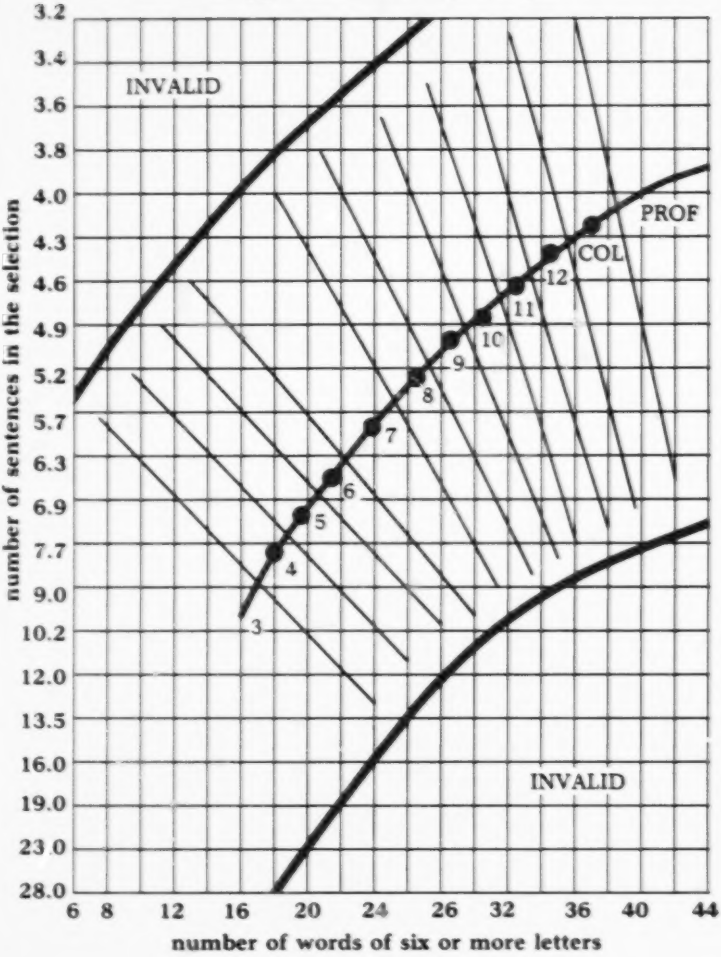
_____

_____

_____

☐ I recommend the book
☐ I do not recommend the book.

Raygor Readability Graph



Directions:

Count out three 100-word passages at the beginning, middle and end of a selection or book. Count proper nouns, but not numerals.

1. Count sentences in each passage, estimating to nearest tenth.
2. Count words with six or more letters.
3. Average the sentence length and word length over the three samples and plot the average on the graph.

Example:

	Sentences	6+Words
A	6.0	15
B	6.8	19
C	6.4	17
Total	19.2	51
Average	6.4	17

Note mark on graph. Grade level is about 5.

This graph is not copyrighted. It may be reproduced. Copies can also be obtained from Dr. Alton L. Raygor, University of Minnesota, 192 Pillsbury Drive, E.E., Minneapolis, Minnesota 55455.

Using CLOZE to Determine a Student's Ability to Read a Textbook

What is the Cloze Procedure?

Cloze is an automatic word deletion process whereby words are removed from a printed passage. The pupil's task is to predict the exact word that was removed and to fill in the blank with this word. In making the word prediction, the pupil depends upon: prior knowledge, general understanding of the material, context clues, and a knowledge of word usage. In attempting to replace the deleted words, the student is forced to pay close attention to the passage and its meaning.

How is a Cloze Passage Constructed?

A passage is selected from the reading material that the pupil will use in the classroom.

The teacher decides on the automatic count that will be used in deleting words from the passage.

Every TENTH word may be used for material that is heavily fact laden.

Every FIFTH word may be used for narrative material.

The FIRST and LAST sentences in the selection should be presented in their entirety.

The teacher begins counting from the first word in the second sentence of the selected passage. Every fifth or tenth word is deleted. A blank space is substituted. All blanks are of uniform length.

How is the Student's Reading Level Determined?

Independent level—60 percent correct or using exact word only,
or
66 percent correct using meaningful synonyms.

At this level the student should be able to read and comprehend the material without help from the teacher.

Instructional level—40-60 percent correct using exact word only,
or
40-66 percent correct using meaningful synonyms.

The student will be able to read material at this level provided assistance is available in vocabulary development and concept formation. This is the reading level that should be used in the classroom.

Frustration level—less than 40 percent correct using either the exact word or meaningful synonyms.

The student will not be able to read material at this level.

The above levels are based on the work of Pack, 1973, and Silvareli, 1973, quoted in Beil, *Journal of Reading*, April 1977.

On the acceptance of either the exact word or an appropriate substitute, McKenna, (*Journal of Reading*, November 1976), concluded:

> It appears that for ordinary use with normal subjects the verbatim method of scoring is virtually as valid as synonymic and even more permissive methods . . .

APPENDIX B

SAMPLE PAGE OF A SCHOOL'S SCOPE AND SEQUENCE CHART

55

Social Studies—The Reconstruction Period in American History

Knowledges	Skills	Values	Special Activities	Resources
Reconstruction describes the rebuilding or reuniting of the country after the Civil War	Compare Lincoln's, Johnson's and Congress' plans of Reconstruction	Evaluate the three plans in terms of justice and charity		*Our United States* Allyn & Bacon, Inc. 1983, pp. 229-233
A sharecropper farmed land owned by a plantation owner and paid for the land with a portion of the crops			Write a play for two people illustrating the work of the *Freedmen's Bureau*	Filmstrips: #83—"Reconstruction" #94—"Separate but Equal"
Black code laws were laws passed to limit the freedom of blacks	Research the beginnings of Howard University and Fish University	Explain how *segregation* violates the value of community	View the film "Roots" to determine how the blacks fared before and after the Civil War	Video tape: Second part of "Roots"
The *Thirteenth, Fourteenth,* and *Fifteenth Amendments* attempted to foster equality	Contrast the role of the blacks in the South during the period 1865-1877 and during the period 1877-1920			

NOTE: Words to be mastered are in italics

SELECTED BIBLIOGRAPHY ON TEXTBOOK SELECTION

"A Teacher's Guide to Materials Shopping." *Reading Teacher*. November 1981, p. 180.

"Textbook Selection: How To Get What You Want." *Instructor*. October 1981, p. 110.

"Touchstones for Textbook Selection." *Kappan*, June 1980, p. 694.

"How To Get the Best Textbook." *Learning*. February 1980, p. 53.

"Be a Better Book Buyer: Guidelines for Textbook Evaluation." *Journal of Reading*. May 1979, p. 734.

"Textbook Evaluation." *Reading Teacher*. April 1979, p. 887.

"Do and Don't in Evaluating Textbooks." *Journal of Reading*. December 1976, p. 213.

"Standards for Materials Selection." *Journal of Reading*. December 1976, p. 209.

SUGGESTIONS FOR USING THIS BOOKLET

Orientation

This book explains the instructional program of a Catholic school. In the suggestions which follow the first two categories, assume the booklet has been read before the sessions begin. In introducing the booklet, you might distribute copies with the directive to read the title, then list three ways that curriculum is the identity of the Catholic school. Then proceed to finish reading the booklet. The third set of suggestions (Planned Format) includes reading of the booklet within the meeting itself

EXTENDED FORMATS

OPTION A:

This plan is for four or more sessions.

Session 1: Leader summarizes content by responding to each question in the chapter headings. After each chapter, participants discuss: What effect does our value orientation have on this aspect?

Session 2: Choose from **Mix and Match** activities listed below.

Session 3 & 4: Reread p. 24. Choose one value. In teams of primary/intermediate/junior high or grade levels work through each of the steps. Include as many subject areas as possible for the chosen value. Be specific in the content to be used (e.g., page numbers from texts, or specific lesson or unit) and in the activities chosen.

Share across levels for additional suggestions/refinement/overlap/reinforcement.

Begin implementation of the chosen value. Then choose another value and repeat the process.

Be sure a written record is kept of how each value is being incorporated.

OPTION B:

Use a variety of activities from **Mix and Match** to comprise an appropriate number of sessions.

OPTION C:

Do one session, choosing from **Mix and Match** activities listed below. Invite someone to give an Infusion Workshop. Follow through on implementation of this strategy.

OPTION D:

Do one session, choosing from **Mix and Match** activities listed below. Commit yourselves to the implementation of the vision phase of *Vision and Values.*

MIX AND MATCH

Choose from the following an appropriate combination for one session.

Step 1: Prayer

Step 2: Opening (10 minutes)—Choose one of the following:

a. List all the words you associate with curriculum. After looking at the list, discuss: "Does this reflect a broad or narrow view of curriculum?
b. Each participant phrases a definition/description of Catholic school curriculum. Share with large group and discuss similarities and differences.
c. Share in small groups times you have experienced the distinctiveness of Catholic school curriculum—through—witness, content, atmosphere . . .
d. Invite someone to give a short witness talk on being touched by Catholic school curriculum.
e. In small groups, list challenges Catholic schools face implementing a distinctive Catholic School Curriculum.

Step 3: Middle (40 minutes)—Choose one or more of the following:

a. "The community also expresses the hope that future generation of graduates of the school will continue to be the Christian leaven in American society" (p. 11). Brainstorm a list of attitudes/values students will need to be this leaven. Star those your school is strongly working toward at present; put a plus in front of those you are somewhat working toward; and a check mark in front of those you need to really begin providing.

b. The goals of the Catholic school center on message, community, worship and service. In small groups, list beneath each one all the activities your school engages in (or any school could engage in) to accomplish each one. Remember that one activity may work to accomplish more than one goal. Add any activities you would like to use to further extend any of the areas.

c. "The Catholic school has at the heart of the curriculum the values contained in the gospels. These values are identified and activities are developed to help students internalize them" (p. 14-15). As individuals, choose a unit of content you will be teaching next week or a unit from a text. Jot down appropriate ways values could be incorporated into the content. Share your ideas with a small group and have them add to/refine your suggestions.

d. Choose a unit of content (e.g., a topic or a chapter/unit/section from a text). Brainstorm all the practical uses of this learning, the values it fosters/upholds, the attitudes it helps form.

e. "Critical thinking skills are the keys that open the doors to future learnings." (p. 3). Invite a guest speaker/practitioner to address the group on practical ways to incorporate critical thinking skills into each content area of the curriculum.

f. "School goals indicate what the vast majority of students will be able to achieve" (p. 20). Examine your school goals to see if this is true and if they truly move the school toward being distinctively Catholic. Then write or critique a goal for as many subject areas as time allows.

g. Discuss the steps in Chapter 4 to see if they could be used/adapted to fit your school. Sketch plans for implementation.

h. Reread "Correlation Across the Subject Areas" (p. 30). Choose three learnings from any content area. List as many ways as you can think of that each learning relates/can be applied to other disciplines. Discuss your application of interdisciplinary strategies.

i. Reread the section, "A Concern for All Students" (p. 37). List the needs of your students which could appropriately be addressed by the Catholic school curriculum. On a chart, list all the ways you are (could be) meeting each need. What conclusions do you draw from your chart?

Step 4: Endings (10 minutes)—Choose one of the following:

a. Write a summary paragraph of the distinctiveness of the curriculum in the Catholic school. Share these with the total group.

b. Specify two differences you want the distinctiveness of the Catholic school curriculum to make in your teaching. How can you cause these to happen?

c. In small groups, design a TV commercial to sell the distinctive curriculum of the Catholic school. Perform your commercial for the group.

d. Use a Venn diagram to compare/contrast Catholic school curriculum with public school curriculum.

e. Share/discuss your response to the following: What about this session makes me prize Catholic schools?

PLANNED FORMAT—SINGLE SESSION

Minutes		
7	Step 1:	Opening Prayer: Scripture—John 14: 23-24
	Step 2:	Look at the Table of Contents. Jot down several words/phrases in response to each question which is a chapter heading. Share these in small groups or with the total group.

Minutes

18 Step 3: Divide content into sections as follows and assign each to an individual or small group to read and list the main points for a short report to the total group:

Chapter 1 pp. 1-5
Chapter 2 pp. 7-12
Chapter 3 pp. 14-21
Chapter 4
Steps 1-4 pp. 22-28
Step 5 pp. 29-38
Steps 6-7 pp. 39-46
Chapters 5 & 6 pp. 48-57.

20 Step 4: Share summaries with the group.

15 Step 5: Discuss the following question:

What is distinctive about curriculum in a Catholic School?

List different aspects on the board, starring those which are totally unique rather than those which have a unique aspect.

5 Step 6: Closing Prayer: Sciptures—John 17: 25-26

Participants reflectively share an instance in your teaching/studying this past week or so, in which the curriculum you worked with was or could have been distinctive.

INDEPENDENT STUDY

Step 1: Read the Table of Contents. Then read each of the following statements and mark each one A or D to indicate if you agree or disagree with it:

_____The distinctiveness of the Catholic school curriculum is mainly in the daily religion class.

_____Catholic school curriculum is developed through appropriate input from parents, faculty, administrators, clergy and students

_____The classroom teacher is the most important element in Catholic school curriculum development and implementation.

Step 2: Read the text, jotting down answers to each of the chapter heading questions as you read.

Step 3: When finished, go back to the three statements in #1 to see if you agree with your original markings.

Step 4: Reflect on the following questions:
How has my knowledge/attitudes increased/deepened through reading this booklet?
In what areas do I need to grow in order to help cause the Catholic school curriculum to become truly distinctive?
In what ways can I be leaven to others in causing the Catholic school curriculum to be distinctive?

Step 5: Give thanks to the Lord for touching you through Catholic Schools.

ABOUT THE AUTHOR

Brother Robert J. Kealey, F.S.C., Ed.D. is dean of the School of Education and Human Services of Manhattan College, Bronx, N.Y., and for more than 10 years, has served as associate superintendent for Curriculum and Testing for the Archdiocese of New York.

Kealey is president of the Department of Elementary Schools and serves on the Executive Committee of the National Catholic Educational Association. He has been a member of the Board of Advisors for the Bookmark Reading Program, published by Harcourt Brace Jovanovich since 1976, and is a developer of CLIP (Comprehensive Language Improvement Program), published by Grolier Educational Services.

He has published more than a dozen articles related to curriculum and testing in national publications. And, in 1984, Kealey was cited as one of 12 sources in *The Superintendent as Instructional Leader,* (Lexington, Ky.: Ginn & Co.).

NCEA KEYNOTE SERIES

1. *Distinctive Qualities of the Catholic School*
   Father Edwin J. McDermott, S.J.
2. *A History of Catholic Schooling in the United States*
   Father Harold A. Buetow
3. *Development and Public Relations for the Catholic School*
   Jerry A. Jarc
4. *Governance and Administration in the Catholic School*
   Brother Theodore Drahmann, F.S.C.
5. *Catholic School Finance and Church-State Relations*
   Brother Terence McLaughlin, F.S.C.
6. *Student Moral Development in the Catholic School*
   Sister Mary Peter Traviss, O.P.
7. *The Parent, the Parish, and the Catholic School*
   Dr. Ed Weisse
8. *The Teacher in the Catholic School*
   Sister Francis Raftery, S.C.
9. *Curriculum in the Catholic School*
   Brother Robert J. Kealey, F.S.C.
10. *Catechetics in the Catholic School*
    Father James F. Hawker
11. *Methods of Teaching in the Catholic School*
    Sister Mary Leanne Welch, PBVM

TITLES IN PREPARATION

Total Development of the Student in the Catholic School

Methods of Teaching in the Catholic School

Research and the Catholic School

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